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ABSTRACT

In January 1988 a group of Minneapolis-area citizens and educators formed the Chiron Steering Committee to design an experimental middle school program (grades 5-8). The result is the Chiron Middle School outlined in this proposal. The main body of the report focuses on a description of the Chiron proposal, including the program, schedule, staffing, students, governance, sites, equipment, marketing agreements, impact, accountability, and transportation. Chiron is designed to operate year-round; students attend a minimum of four of the five 9-week cycles at a series of learning centers. A permanent teacher and a paraprofessional travel permanently with a group of 60 students as they cycle for 9-week periods at each site. Decision-making on curriculum, teaching methods, and budget expenditures is decentralized. The last sections describe the plan for a phased implementation, the proposed school calendar, the time line for advancing the project, and cost estimates. Appended is an agreement for operation of Chiron Middle School and a sample of role expectations. (SI)

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CHIRON MIDDLE SCHOOL

A NEW SCHOOL

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A Proposal of the Chiron Steering Committee
Ray Harris, Chair

To The Minneapolis Public Schools
March, 1989

Prepared by Wayne B. Jennings, Ph.D., St. Paul, Minnesota

EA 020 877

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BACKGROUND

In January, 1988 a group of Minneapolis area citizens and educators assembled to work on improving public education in Minneapolis. A strong interest evolved for improving education through a partnership of the private sector and the school district. A consensus emerged around the idea of creating a demonstration program incorporating promising research with successful existing practices.

Participants urged several key features of the possible project:

1. The project must be a significant departure from conventional schools and traditional learning methods. A major "leading edge" program would be most likely to excite potential supporters.

2. The project must have the potential of achieving a critical breakthrough in education such as measurably greater learning for all students or more efficient use of resources.

3. The project must leverage the combined wisdom and resources of private sector interests and the school district. In addition, it must fundamentally elevate the decision making involvement of teachers and parents.

4. The project must have a major impact on the Minneapolis Public Schools beyond being an excellent program in itself.

5. The program must serve a cross section of Minneapolis students, representative of the city's student population.

6. The program cost must be comparable to existing per student costs in the Minneapolis Public Schools.

A Steering Committee was formed with Ray Harris as chair (see page two). The Steering Committee agreed to meet regularly to shape a proposal as a joint venture between private sector interests and the Minneapolis Public Schools.

The Steering Committee decided to seek innovative education ideas from a variety of sources. This was done by a Request For Proposals (RFP) to all school district personnel, parent groups and various national sources. The RFP outlined the proposed program, its basic assumptions and the guidelines for submitting brief proposals. A national publication, *Education Week*, also ran a story on the design process. A total of 26 entries were received including submissions from three other states. Five groups were awarded $1,000 prizes and invited to submit more complete proposals. All did so, with Minneapolis principal, Glen Enos and teacher, Jean Eittreim winning the final competition and the $5,000 grand prize.

Many ideas from the preliminary, final and winning entries were used by the Steering Committee in creating this master plan for a middle school in Minneapolis. The Committee met almost weekly from May to November processing ideas, reviewing proposals and formulating the final plan.

CHIRON STEERING COMMITTEE MEMBERS

John Bastolich, MPS curriculum department

Gleason Glover, former MPS parent, Urban League (served part of the planning process)

Dick Green, MPS parent, Honeywell Inc.

Ray Harris, former MPS parent, Ray Harris Company

Art Indelicato, MPS principal

Wayne Jennings, Committee staff

Bill Linder-Scholer, Cray Research Inc.

Al Lopez, MPS teacher

Maureen Mashek, MPS teacher (served part of the planning process)

Ron McKinley, MPS parent, Minnesota Minority Education Partnership

Joe Nathan, Committee staff

Beverly Propes, MPS parent, Children's Defense Fund

Jan Schwarz, Medtronics Inc.

Louise Sundin, MPS teacher, Minneapolis Federation of Teachers

John Kostouros, MPS parent, CityBusiness Inc. (served through January, 1989)

Norm TerSteeg, MPS parent, City-wide Parent Advisory Council

Jan Witthuhn, MPS administrator

Franklin Yates, MPS teacher

MPS = Minneapolis Public Schools

INTRODUCTION

In anticipation of preparing a plan for the Chiron School, the Chiron Steering Committee spent a considerable amount of time designing an "Essential Elements" document to guide its decisions toward a specific project. The Essential Elements included eleven Fundamental Assumptions and 39 features under the headings of: Students; Parent/Significant Adult; Professional Staff; Community Resources; Governance and Operational Features. This Essential Elements document served as a guideline for determining details of the Chiron project.

During the planning period, the Committee talked with Superintendent, Robert Ferrera, Deputy Superintendent, William Phillips and other district administrators and teachers, and examined the Minneapolis Public Schools' Goals and Objectives approved October 4, 1988. Special note was taken of Goal Five, which addressed the need to enhance junior high school education.

After considering various grade configurations, the Committee decided to design a middle school program for grades five through eight. The result is the proposed Chiron Middle School. By combining the wisdom of district personnel, Chiron staff, parents and the private sector, the plan anticipates an exciting program which will operate after start-up expenses for approximately the same per pupil costs as other Minneapolis public schools.

CHIRON MIDDLE SCHOOL

The following describes the Chiron proposal when it is operating at full capacity. A latter section describes the plan for a phased implementation.

PROGRAM

- 300 students in grades five through eight attend nine week sessions at a series of learning centers in the community. At every learning site, the student's program of studies addresses all required district learning outcomes and is also designed to integrate academic and community learning experiences. Each site is linked to community organizations and resources that offer exciting learning opportunities.
- Each site has sixty students in grades five through eight.
- Possible themes for sites include but are not limited to: government, communications, manufacturing, environmental, health, retailing, horticultural, zoological, information processing, education, etc.
- Five learning sites will be developed. Additional thematic sites may be developed later and sites may be periodically replaced. Students cycle through four or five sites each year returning to earlier sites for more in-depth experiences upon finishing the sequence.
- Teaching methods are used that meet the diverse learning needs and styles of students.
- Experiential learning and learning by application are emphasized to engage the energy and enthusiasm of youth. Examples include: community service projects, working with a mentor from the community, serving apprenticeships, preparing television skits or presentations, researching a topic or problem, preparing testimony for a hearing, writing newsletters, peer teaching and coaching, orienting new students, describing the program to visitors, dramatizing situations, adventure and challenge activities.
- Learning is intended to be "brain compatible," that is, reflecting the fact that learning occurs best with great amounts of input and mental stimulation **and** with many opportunities for students to learn by doing, inquiring and discovering.
- The program provides many opportunities for students to work on teams and projects.
- In order to increase the exposure of Chiron students to others, students at Chiron sites will routinely make presentations to students and parents at other sites and to the local community about their projects.
- Students capitalize on community learning opportunities at and near the site.
- Community expertise and resources are tapped for their potential to

contribute to student learning.

- Supplementary and compensatory services could be provided by regular site teachers except for students with extraordinary needs. The reduced teacher and adult to student ratios provide the additional attention targeted students would otherwise receive. Curriculum design and teaching methods better serve the unique and varied learning styles of students, thereby reducing learning and motivational problems.

- Within these general guidelines, teachers determine details of the program: scheduling of student time, use of resources, budgeting, etc.

- Chiron will use a budgeting process known as lump sum budgeting. This means the Chiron Management Council receives a per pupil allocation for school personnel, instructional supplies and equipment, office supplies, and other allocated funds normally provided to a school as discretionary amounts. These funds are provided as a total sum to be allocated by the Chiron Management Council for educational costs of the program.

SCHEDULE

- Chiron is designed to operate year-round. Students attend a minimum of four of the five nine week cycles.

- Because Chiron operates 45 weeks a year the district will need to request additional state aid for students attending days beyond the normal year. A provision in state statute provides state funding for five high school extended year trial sites. The Chiron project would require modification of the statute to add grades five through eight in order to obtain reimbursement for attendance of Chiron students beyond the normal year.

- The extended year individualized study program permits vacations to occur anytime for students, allowing families to schedule vacations at any time of the year. Students simply leave on vacation and rejoin their group on return, resuming work on their personal learning plan.

- An extended day program shall be designed at the least possible cost to parents. A sliding fee schedule based on the ability to pay (perhaps related to the free and reduced lunch program) permits all to participate who desire the program. Costs can be kept low by staggering staff hours, community service by older students, community education programs, recruited significant adults and volunteers. Low income families are subsidized.

- Continuity of teachers is critical. Faculty will be expected to work at least four of the five terms. Moreover, efforts will be made to contract staff for all five terms. Additional staff will be employed for staff who do not wish to work the entire calendar year.

GOVERNANCE

- Decentralized decision making on curriculum, teaching methods and budget expenditures will be use to foster resourcefulness and

accountability.

- A Chiron Management Council, representative of the Chiron School stakeholders, will provide for participation in policy formation and other decision making areas.

- The Chiron Steering Committee will determine the initial staff configuration and select the first year's staff members with the concurrence of the Superintendent of Schools and Board of Education. Thereafter the Chiron Management Council will select staff with the concurrence of the Superintendent of Schools and Board of Education.

- The Chiron Steering Committee will continue an oversight function for five years, making annual reports on the school's functioning to the Superintendent of Schools and the Board of Education.

- The staff will devise a professional decision making mechanism to ensure the participation of all staff in shaping and managing the program both at the overall Chiron level and for each site.

- The Chiron Management Council shall be the policy formation body for the school. Its policies shall conform to the District's policies in matters of life safety and desegregation. The Chiron Management Council may not abridge constitutional rights or violate federal and state statutes.

- The Chiron Management Council shall conform to a written constitution which outlines membership, selection of members and other matters. The constitution shall be approved by the Board of Education and becomes part of this agreement. The Superintendent of Schools or designee shall be an ex-officio member of the Chiron Management Council.

- The Chiron Management Council shall ensure the accountability of the school by an annual assessment report. The design of the school assessment plan shall conform to the Minnesota Department of Education, Program, Evaluation and Reporting statute and shall be approved by the Board of Education. The annual report shall report on pupil progress toward District educational goals, attendance, pupil promotion, graduation percentages, and client satisfaction. The report is not limited to these areas and other measures of progress are encouraged. The assessment measures shall include objective and subjective data.

- The Chiron Management Council shall receive a lump sum dollar allocation for operation of the school. This figure shall be arrived at determining the school's proportionate share of per pupil allocations for staffing, supplies, equipment, extra-curricular, entitlement programs, and other cost items. The Chiron Management Council shall allocate this total sum into line item budgets for operation of the program. A surplus or deficit in expenditures shall carry over to the following year. A deficit shall reduce the school's share of the next year's budget by the

amount of the deficit. The Board of Education shall approve the budget yearly. The school shall conform to UFARS regulations and shall maintain systems of financial records approved by the District's accounting office.

STAFFING

- Each of the Chiron learning **sites** has a permanent teacher and a paraprofessional who develop a thematic program. Accompanying each group of sixty students is a home base teacher and a paraprofessional as described in the next paragraph. In addition, each site has an "impact" teacher described in the second paragraph below.

- Each **group** of students has a home base teacher and a paraprofessional who travel permanently with the group as they cycle for nine weeks at each site. The home base teacher remains with the same group of students for several years. The home base teacher is responsible with parents (or the significant adult aiding the parent) for developing a personalized learning program for each student. They also counsel students and parents about progress and program emphases.

- An additional "impact" teacher joins the site staff for in-service training for one or more nine week cycles. The impact teacher comes from a school which has indicated an interest in revising its program. The impact teacher works 75 percent time as a teacher and 25 percent as a planner learning about curriculum innovations, new teaching methods and how community resources can be utilized extensively, in order to impact their own school upon return.

- Each site will attempt to recruit "on-site" significant adult volunteers who take a special interest in one or more students with the goal to help students learn more and to feel comfortable at the site. A cadre of significant adults also lowers the student to adult ratio. Employers will be encouraged to provide paid time or compensatory time off for employees to participate during school hours.

- Reserve teachers are not provided for short term staff absences (three days or less). The balance of the staff covers the absence with a portion of the savings placed in the Chiron budget for other uses.

- The student to teacher ratio is 20 to 1. The student to adult ratio is 12 to 1 (without counting volunteers). This is subject to modification under lump sum budgeting.

- The Minneapolis Public Schools' job descriptions for staff will be used in developing job descriptions.

- The staffing for Chiron may include a recruiter to help staff arrange for significant adults at each site and to encourage parent participation.

- The total possible configuration of staff for the Chiron program is as follows:
  At each site: 1 Site teacher

1	Home base teacher
1	Impact teacher
2	Paraprofessionals
	Unpaid volunteers and significant adults

At the Chiron headquarters:

1	Principal or lead teacher
1	Special education teacher
1	Recruiter (paraprofessional)
2	Secretaries
2	Engineers (serving all sites)

Total staff:

1	Principal or lead teacher
16	Teachers
11	Paraprofessionals
2	Secretaries
2	Engineers

- Teachers and administrators from other districts may receive training in the program at their district's expense.

STAFF SELECTION

- Staff are selected from applicants who demonstrate interest and skills needed for the program. They agree to four fundamental roles: teaching, advising students, program development and working closely with parents and other adults in the community.

- Central to the project's philosophy is that participation should be voluntary. No professional will be assigned to work at Chiron through excessing or assignment procedures. Normal district voluntary transfer procedures will be followed.

- Staff will be thirty percent minority in each staff category for the first year, increasing to parity with student minority percentages within three years.

- First preference for all licensed professional faculty positions shall be given to MPS staff employed during the 1988-89 school year with one exception: hiring of minorities. Because affirmative steps will be taken to attract a racially and socio-economically diverse student body, the Steering Committee is also committed to to maintaining a racially diverse faculty. Despite continuing efforts by the district, people of color are under-represented among MPS faculty. Should the selection of appropriate staff fail the test of at least thirty percent minority, the Steering Committee shall be granted authority to offer employment in cooperation with MPS Human Resource Department to licensed professions not presently employed by the MPS.

- All professional employees of the Chiron project will have the same tenure rights as other MPS employees.

- All staff will be evaluated annually by a process established by the Chiron Management Council. Evaluation will involve parents, students

and other staff suggesting areas for professional growth and determining appropriateness for continuation in the program. Preserving program integrity shall be considered integral to the evaluation process. Non-tenured teachers will also be evaluated with recommendations for tenure being made by committees which include staff, parents and students.

- New forms of professional decision making will be explored and new opportunities will be developed for educators including working up to 48 weeks a year. Participants who accept an extended year contract shall not develop preference or other rights to other 48 week positions in the district. Chiron faculty on extended year contracts shall accumulate one year of seniority for each year of participation.

STAFF TRAINING

- Staff will receive a thorough introduction to the program's mission and goals before the program begins. The teaching staff will determine the program details, curriculum and teaching methods to be employed as part of the training period. The principal or lead teacher and the secretaries will begin work April 3 and the balance of the staff, June 15. School will start September 5, 1989.

- Professional training will be on-going and continuous. Twenty to thirty days of training a year will be provided each staff member beyond the initial development stage.

- Chiron serves the middle school years, grades five through eight. Under a phased implementation, the school would start with fifth and sixth graders and add seventh and eighth graders in subsequent years. Initial teacher licensure will require an elementary, middle school or specialist license. However, teachers will need to have a middle school license by the end of the second year when the school serves grades five through seven. Ordinarily, a middle school license requires twelve additional credits beyond the elementary or secondary license.

STUDENTS

- At full operation, the proposal calls for 300 students in grades five through eight.

- Students will be added each year at grade five with the program adding a grade each year for two years until it includes grades five through eight.

- Students will be multi-age grouped without grade level designation.

- Students may enter and leave the program at any time.

- A student reentering a conventional school will be placed according to a combination of their learning attainment and age -- not automatically according to their traditional grade level. The program aims for maximum progress toward competence in school district learning outcomes as students are projected to attend year-round.

STUDENT SELECTION

- The student population in the Chiron project and **at every site** is a heterogeneous population representative of the total MPS student body in grades five and six for race, gender, achievement, and socio-economic status (determined by free and reduced lunch qualifications).
- The following selection procedures will be observed:
  1. The Chiron Middle School will be an option for student choices in the Minneapolis Public Schools.
  2. Students will be identified by a stratified random method and invited to attend from groups who are under represented after the student selection process has been completed.
  3. Up to ten percent of the student body may be selected from volunteer non-Minneapolis students.

STUDENT EVALUATION

- Student learning will be measured by individual progress toward district learning outcomes and achievement of goals in the student's personal learning plan.
- Student progress is determined by achievement and performance, not clock hours or passing grades. Students making satisfactory progress and attending year-round are expected to gain on peers in conventional programs. Their progress may qualify them for early graduation.
- Parents receive regular updates on student performance at least quarterly through parent teacher conferences and thorough written reports. Each student is presented an annual written narrative account of their achievement for their permanent record.
- Effective evaluation practices will be developed and observed, such as using growth scale values to determine achievement on annual standardized tests.

SITES

- A small headquarters site -- about 3,000 square feet -- provides space for record keeping, clerical and administrative functions.
- Five sites would be developed in commercial and civic locations for the first year. Each would provide space for sixty students and their instructors. Some additional space would be used as appropriate by agreement with host organizations. Site space needs vary with the site theme, but are probably in the 3,000 to 5,000 square foot range.
- Sites could be donated or leased or some combination of these.
- Additional sites would be added during the following years.
- Sites may be phased out depending upon evaluation of the program and availability of facilities.

- If one session's enrollment decreases, the number of sites will be reduced to match the number of students or alternative sites will be established specifically for that session.

- Sites would use other nearby facilities, such as parks and Ys for recreation to augment their programs.

EQUIPMENT

- Every site would be well equipped with tools for learning, supplies and furniture. Audio visual equipment, copy machines, computers (average of one per three students), consumable instructional supplies and items unique to the theme would be provided in quantities adequate to meet learning needs. In effect, students and teachers would be capitalized to a greater extent than in conventional programs, thereby reducing the need to rely on lectures, seat work, workbooks and other practices found in more labor intensive schools. Teachers will have telephones and computers to increase their efficiency.

- A sophisticated record keeping system at Chiron headquarters would track students, their abilities, learning styles, personal learning plans, achievements, attendance, etc.

- Each site would be linked to headquarters via faxes and modems for the easy transfer of data and access to records.

- Equipment and instructional supplies would be solicited from commercial and governmental organizations as well as purchased.

- An average of about $80,000 for equipment is needed per learning site in addition to a site's entitlement from the district.

MARKETING

- The Minneapolis Public Schools would advertise the program in its annual posting of alternative programs. An attractive brochure would be mailed to all Minneapolis parents of target age children. Publicity must extend beyond public service announcements and advertisements in various publications.

- Informational meetings would be held in various parts of the city for parents and in all schools to inform students in the target age bracket about the program.

- Multi-lingual publicity pieces would be designed to inform parents throughout the region.

AGREEMENTS

- The Board of Education would agree to a three year unconditional commitment to support the project at the same per pupil allocations in dollars and services students receive at a conventional school. See Agreement For Operation of Chiron School in Appendix A.

- Thereafter, support is contingent on students attaining satisfactory learning progress, that is, the average performance of Chiron students is better than the average for all students in the district on standar-

dized measures, attendance, and other factors.

- The Chiron Steering Committee will design and conduct an evaluation of the program in cooperation with the school district.

- Private sector supporters would agree to one or more of a variety of arrangements such as loaned expertise, released time for parents of students for school activities, donation of equipment, as well as financial support.

- Foundations and other private sector sources would agree to three to five year grants to support staff development, evaluation activities and start up costs.

- An agreement would be signed by parents and staff upon entry of each child to Chiron. The agreement describes the role expectations of parents, teachers and students. While not an enforceable contract in a legal sense, the agreement lists what parents commit to do, what staff commit to do and what the child is expected to do. These include, for example, items relating to attendance, home study conditions and keeping parents notified of the student's progress. See Sample Role Expectations in Appendix B.

IMPACT

- One goal of the Chiron project is to produce a positive impact on the district's educational quality. This mission necessitates a careful evaluation of its progress, an openness to observers curious about its methods and the provision of opportunities for training educators not in the program.

- School staffs thoughout the Minneapolis Public Schools will be invited to request participation in Chiron through proposals for major improvements in their programs. An approved request entitles the school to send teachers to Chiron sites to work in the program and receive training for nine or more weeks. The cost to visiting staff would be minimal since Chiron is predicated on the participation of visiting teachers.

ACCOUNTABILITY

- Chiron students will be evaluated according to achievement, attendance and attitude toward school. They will exceed district averages on achievement by fifteen percent, daily attendance by five percent, and eighty percent of students will report positive attitudes toward school.

- Parents will be queried annually on how well they think their children are doing in school, the degree of personal attention their children receive, the quality and quantity of information about their child's progress, and frequency and quality of contact from the school to the home. On these measures Chiron will be rated as better than schools their children had previously attended by seventy percent of the parents.

- Other measures may be used depending upon the resources available

for evaluation. Other possible assessment factors include: number and type of community based learning activities at each site; number, hours of service and types of volunteers and other community resource people involved at each site; differential achievement, attendance and attitude effects by race and ability level; number of books read; amount of vandalism; numbers of suspensions, dismissals and expulsions or other disciplinary actions; amount of staff development and teacher assessment of it; parental involvement in decision making; effects of program on students previously in Chapter I and special education categories; and, impact on the system.

TRANSPORTATION

- Transportation will be provided in the same manner as for other students attending MPS schools. Starting times can be adjusted to relieve the load on the transportation system during peak periods.

PHASED-IN MIDDLE SCHOOL PROPOSAL

The first year budget for staff will be $351,240 and increase according to the per pupil allocation each year.

Year 1	Grades 5, 6	120 Students	2-3 Sites (18 weeks each)
Year 2	Grades 5, 6, 7	180 Students	3 Sites (12 weeks each)
Year 3	Grades 5, 6, 7, 8	240 Students	4 Sites (9 weeks each)
Year 4	Grades 5, 6, 7, 8	300 Students	5 Sites (9 weeks each)

PROPOSED SCHOOL CALENDAR

1989-1990

At full implementation, extended school year: five sessions, each nine weeks:
(To be adjusted under phased implementation.)

Days	Dates	Non-school Days
42	Sept. 5-Nov. 3	Teachers' convention 10/19, 20
42	Nov. 6-Jan. 19	Thanksgiving holidays 11/23, 24, King holiday 1/15 Winter vacation Dec. 25-Jan. 5
44	Jan. 22-Mar. 23	President's holiday 2/19
44	Mar. 26-Jun. 1	Spring vacation 4/9-13, Memorial Day 5/28
44	Jun. 4-Aug. 3	Holiday 7/4
	Aug. 6-Aug. 31	Summer vacation for students
	Aug. 6-Aug. 24	Summer vacation for teachers
216	Total days	

HOW IS CHIRON DIFFERENT FROM EXISTING MINNEAPOLIS PUBLIC SCHOOLS?

DIFFERENCES

- Individualized educational plan for each student.
- Non-graded, with multi-age learning teams of students.
- Extended day and year-round calendar.
- Students have the same teacher for several years to develop family and personal relationships.
- Professional practice component provides continuous staff development and disseminates successful Chiron innovations to other schools.
- Decentralized budgeting and decision making stress teacher and parent empowerment.
- Community based, both with regard to curriculum and classroom location.

SIMILARITIES

- Student body demographically similar to the district's socio-economic, racial and achievement distribution.
- Once operational, Chiron is designed to function under the same budgetary constraints as other schools.
- District learning goals are observed.

TIME LINE FOR ADVANCING THE CHIRON PROJECT

(To be adjusted upon Board of Education approval.)

TIME LINE	Jan. 1	Chiron proposal to Board of Education.
	Feb. 1	Chiron approved by Board of Education.
	Feb. 10	Chiron informational pieces distributed.
	Feb. 12	Principal or lead teacher's job posted.
	Mar. 1	Principal or lead teacher selected and begins work.
	Mar. 15	Teacher jobs posted.
	Apr. 1	Sites selected.
	Apr. 15	Students selected.
	Apr. 15	Teachers selected.
	Apr. 20	All remaining positions posted.
	May 1	RFPs to schools for impact teachers.
	May 15	All staff selected for Chiron.
	Jun. 15	All staff at work on program.
	Sept. 5	Chiron begins year-round operation.

PERSONNEL COSTS FOR A TYPICAL MINNEAPOLIS PUBLIC SCHOOL

1989-1990

Number	Item	Cost
1.0	Principal	60,400
10.0	Teachers	374,000
.5	Achievement Teacher	18,700
.7	Intervention Teacher	26,180
.5	Gifted-Talented Teacher	18,700
.2	Chapter I Comparability	7,480
.3	Staff Utilization	11,220
.3	Media Teacher, Non-Prep.	11,220
2.5	Specialists, Prep. Time	93,500
1.3	Special Ed. Teacher	48,620
.3	Speech-Language Teacher	11,220
.3	Social Worker	13,369
1.3	Secretaries	25,220
2.0	Engineers	55,000
20 hr/wk	Health Asst.	7,600
25 hr/wk	Crossing Guard	8,645
16 hr/wk	M.I.S.A.*	5,920
42 hr/wk	Paraprofessional	14,524
	Chapter I Budget	66,664
	TOTAL BUDGET	878,182
	COST PER PUPIL	2,927

*M.I.S.A.=Management Information Systems Assistant

Based on projected salaries for 1989-90 for MPS

1.0	Principal (44 wks)	60,400
1.0	Teacher (40 wks)	37,400
1.0	Secretary (42 wks)	19,400
	Paraprofessionals (per hour)	9.10

CHIRON FUNDING PROPOSAL

PERSONNEL COSTS FOR CHIRON

Phased Implementation Based On 120 Students
1989-1990

	REGULAR YEAR	EXTENDED YEAR
Total Staffing	$351, 240	$406,698
Cost Per Pupil	$2,927	$3,389

Costs based on 40% of amounts for 300 students in full implementation.

START-UP COSTS: PERSONNEL

Start-up costs and time will be provided for program design, staff training, curriculum development and evaluation. Private sector funding: $178,250.

START-UP COSTS: EQUIPMENT

NUMBER	ITEM	UNIT COST	NUMBER FROM MPS	COST TO MPS	NUMBER FROM OTHER	COST TO OTHER	TOTAL COST
100	Computers, Apple GS	1,385.00	15	20,775	85	117,725	138,500
1	Computers,IBM,Model 30	4,000.00	1	4,000	0	0	4,000
6	Computers, Mac w/printer	2,556.00	1	2,556	5	12,780	15,336
11	Modems w/software	216.30	1	216	10	2,163	2,379
21	Computer printers	400.00	2	800	19	7,600	8,400
5	Software, Apple pkg.	800.00	1	800	4	3,200	4,000
5	Software, misc.	1,000.00	0	0	5	5,000	5,000
1	Other instr. software	10,000.00	0	0	1	10,000	10,000
1	Software, design PLP	30,000.00	0	0	1	30,000	30,000
1	Responder classrooms	50,000.00	0	0	1	50,000	50,000
5	Camcorders	1,100.00	1	1,100	4	4,400	5,500
6	T.V. monitors 25"	625.00	3	1,875	3	1,875	3,750
12	Video cassette recorders	325.00	2	650	10	3,250	3,900
15	Recorders, cassette	85.00	12	1,020	3	255	1,275
6	Laser disk players	1,500.00	1	1,500	5	7,500	9,000
1	Compact disk player	425.00	1	425	0	0	425
6	Projector, 35mm	170.00	3	510	3	510	1,020
6	Projectors, 16mm	1,125.00	2	2,250	4	4,500	6,750
10	Projectors, overhead	215.00	10	2,150	0	0	2,150
6	Screens, projector	55.00	6	330	0	0	330
6	Cameras, 35mm	150.00	1	150	5	750	900
300	Desks, student	37.85	300	11,355	0	0	11,355
410	Chairs, student	29.10	410	11,931	0	0	11,931
11	Tables, library type	80.00	11	880	0	0	880
32	Desks, teacher	281.00	32	8,992	0	0	8,992
32	Chairs, teacher	150.00	32	4,800	0	0	4,800
32	Files, four drawer	116.84	32	3,739	0	0	3,739
11	Blackboards, portable	78.00	11	858	0	0	858
24	Telephones, yearly	600.00	4	2,400	20	12,000	14,400
1	Telephone, installation	500.00	1	500	0	0	500
1	Copy machines, yearly	1,740.00	1	1,740	0	0	1,740
5	Copy machines	2,000.00	1	2,000	4	8,000	10,000
6	Typewriters, electric	700.00	2	1,400	4	2,800	4,200
	TOTALS			91,702		284,308	376,010
	Phased Implementation For 120 Students			$36,979		$173,710	$210,689

APPENDIX A

AGREEMENT FOR OPERATION OF CHIRON SCHOOL

In the pursuit of the common goal of improved education of all students, the following items constitute a memoranda of understanding by the Chiron Management Council (hereinafter, called the Council) and the Minneapolis Public Schools Board of Education (hereinafter, referred to as the District) for delegation of authority.

1. The Chiron School shall conform to the District's educational outcomes as expressed in official statements of goals and objectives. These outcomes describe what students are to learn. Chiron is free to determine how students will learn.

2. The Council shall be the policy formation body for the school. Its policies shall conform to the District's policies in matters of life safety and desegregation. The Council may not abridge constitutional rights or violate federal and state statutes.

3. The Council shall conform to a written constitution which outlines membership, selection of members and other matters. The constitution shall be approved by the Board of Education and becomes part of this agreement. The Superintendent of Schools or designee shall be an ex-officio member of the Council.

4. The Council shall ensure the accountability of the school by an annual assessment report. The design of the school assessment plan shall conform to the Minnesota Department of Education, Program, Evaluation and Reporting statute and shall be approved by the Board of Education. The annual report shall report on pupil progress toward District educational goals, attendance, pupil promotion, graduation percentages, and client satisfaction. The report is not limited to these areas and other measures of progress are encouraged. The assessment measures shall include objective and subjective data.

5. The Council shall receive a lump sum dollar allocation for operation of the school. This figure shall be arrived at determining the school's proportionate share of per pupil allocations for staffing, supplies, equipment, extra-curricular, entitlement programs, and other cost items. The Council shall allocate this total sum into line item budgets for operation of the program. A surplus or deficit in expenditures shall carry over to the following year. A deficit shall reduce the school's share of the next year's budget by the amount of the deficit. The Board of Education shall approve the budget yearly. The school shall conform to UFARS regulations and shall maintain systems of financial records approved by the District's accounting office.

6. The District shall provide district-wide services on an equitable basis to the Chiron School. These include: curriculum services, accounting, purchasing, payroll, data processing, pupil accounting, community education, personnel, plant planning, security, research, staff development, transportation, repairs and maintenance contracts for equipment, etc. Approval by the Board of Education to omit one or more of these services shall result in the savings to the District being added to the Chiron budget allocation.

7. Student selection procedures for Chiron shall be approved by the Board of Education and are to ensure proportionate representation of the District's diversity in race, gender, socio-economic class, and academic ability levels.

8. Staff selection for Chiron shall conform to District transfer and seniority policies except as these are waived for the good of the program by mutual agreement of the Council and the bargaining agent and approved by the Board of Education. Staff shall be employees of the District.

9. The Chiron principal or lead teacher is accountable to the District for maintenance of this agreement.

APPENDIX B

SAMPLE ROLE EXPECTATIONS

HOME BASE TEACHERS

1. Develop and maintain a personal relationship with your students.
2. Develop and maintain a professional relationship with your students' parents.
3. With parents and the student, develop an individual learning plan for each student.
4. Maintain complete records on each student.
5. Keep parents informed of their child's progress by conferences, phone calls and written reports.
6. Hold a minimum of four parent conferences for each student per year.
7. Hold a personal conference with each of your students once a month.
8. Help each student attain the district's learning outcomes.
9. Work closely with site teachers to personalize instruction for your students.
10. Know where each student is physically.
11. Call parents on absences.
12. Help advisees with personal problems.
13. Contribute to the development of the Chiron program.
14. Call for and work with significant adults as appropriate to help your students.

SITE TEACHERS

1. Develop a program using the unique features of your site.
2. Develop contacts and programs involving organizations and individuals at or near your site.
3. Involve students in programs or relationships with community resources.
4. Work with home base teachers to personalize education for each student.
5. Develop programs that attain district learning outcomes.
6. Develop teaching methods that meet different student learning styles.
7. Assist the home base teacher with recording student progress.
8. Take an interest in each student and their parents.
9. Develop a group of significant adults who take a special interest in one or more students.
10. Contribute to the development of the Chiron program.

IMPACT TEACHERS

1. Participate as a full fledged teacher in the program.
2. Take notes or keep a journal to capture essential features of the program.
3. Share your experiences with colleagues when you complete the site tour of duty.
4. Develop plans for how to implement an innovation in your school.
5. Contribute to the development of the Chiron program.

PARENTS

1. Study the program carefully and review the pros and cons of enrolling your child.
2. Keep the home base teacher informed of family changes: addresses, phones, etc.
3. Notify the school if your child will be absent.
4. Attend conferences and be aware of your child's progress.
5. Notify the home base teacher of special needs or problems your child has.
6. Participate in school committees and know your parent representative on the Site Management Council.
7. Work with your child's significant adult if applicable.

8. Be knowledgeable about the school's philosophy and purposes.
9. Contribute to the development of the Chiron program.

PRINCIPAL or LEAD TEACHER

1. Be articulate in describing the program, its philosophy, purpose and operation.
2. Provide resources for teachers to accomplish their roles.
3. Maintain records: student, staff, financial, etc.
4. Establish a collegial decision making style with staff and parents.
5. Assist in the development of a Chiron management council and maintain regular meetings.
6. Work with teachers to develop strong programs at every site that meet student needs and accomplish district learning outcomes.
7. Work with home base teachers to develop a strong advisement program with students and parents.
8. Establish a computerized student data management system.
9. Develop extended day programs for before and after school.
10. Assist in the development of systems for monitoring progress of the program, quality of the program, attainment of goals, and staff performance.
11. Serve as the liaison with the school district.

STUDENTS

1. Do your best to achieve a good relationship with your home base teacher and other staff members.
2. Check in with your teacher immediately on entering school each day.
3. Check the message board if there is one.
4. Be on time for appointments with your home base teacher.
5. Assist in keeping the school clean and orderly.
6. Keep your home base teacher informed if leaving the building, schedule changes, etc.
7. Fulfill requirements of assignments and areas where y u work.
8. Contribute to your file of progress.
9. Set goals and periodically review your progress toward them.
10. Serve the school in some way by doing jobs that need to be done.